



# SEND Information Report

Updated September 2020

(in accordance with Section 65(3) of the Children and Families Act 2014)

Heanor Gate Science College is a mainstream 11-18 school. Our aim is for all students to achieve their full academic and social potential. Through the school's SEND Policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

The Inclusion & Intervention Faculty consists of these members of staff with the following roles:

Rachael Saunders	-	SENDCO
Dawn Meakin	-	Senior Learning Progress Assistant
Denise Medley	-	Senior Learning Progress Assistant/ Learning Progress Assistant for English
Amy May Scott	-	Inclusion Learning Progress Assistant
Lisa Clifford	-	Inclusion Learning Progress Assistant
Jane Pollitt	-	Inclusion Learning Progress Assistant
Amy Sadler	-	Inclusion Learning Progress Assistant
Samantha Connelly	-	Learning Progress Assistant (LPA)
Karen Gostkowski	-	Learning Progress Assistant (LPA)
Samantha Harris	-	Learning Progress Assistant (LPA)
Dean Lambert	-	Learning Progress Assistant (LPA)
Anne-Marie Metcalf	-	Learning Progress Assistant (LPA)
Tracey Sanders	-	Learning Progress Assistant (LPA)
Shani Scott	-	Learning Progress Assistant (LPA)
Joe Wilshire	-	Learning Progress Assistant (LPA)
Georgia Lees	-	Apprentice Learning Progress Assistant
Georgie Moore	-	Apprentice Learning Progress Assistant
Jacqueline Mitcheson	-	Faculty Learning Progress Assistant for Maths
Hannah Morrell	-	Faculty Learning Progress Assistant for Humanities
Eleanor Moore	-	Faculty Learning Progress Assistant for Science
Clare Ashby	-	Faculty Learning Progress Assistant for MFL
Sophie Hoodless	-	Faculty Learning Progress Assistant for English
Andrea Dawson	-	Faculty Learning Progress Assistant for English
Lorraine Barratt	-	Administrator

Parents are encouraged to contact Rachael Saunders (SENDCO) if they are concerned that their child may have special educational needs.

Contact details: Telephone 01773 716396 Email [r.saunders2@heanorgate.derbyshire.sch.u](mailto:r.saunders2@heanorgate.derbyshire.sch.u)

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### **What types of Special Education Needs does the school cater for?**

The school uses the definitions of SEND as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and Physical needs.

At Heanor Gate we work to support students whose special educational needs fall into any of these categories. We have specialist teachers, TA's and equipment to support these needs.

### **What is the schools policy for identification and assessment of students with special educational needs?**

To identify and assess the needs of students with SEN the school use the following information.

□ Liaison with primary schools, followed up by formal testing in school.

- Whole school tracking and assessment (3 times per year)
- Literacy testing for all upon transition to Year 7 and throughout Interventions.
- Use of CAT data.
- Assessment during interventions.

The school responds to all requests from parents, students and teachers to assess the needs of a child.

Testing is available using:

- Active Reading Test (ART)
- Diagnostic Spelling Test (DST)
- Diagnostic Assessment of Speed of Handwriting (DASH)
- GL Cognitive Ability Tests (CAT) of Verbal, Quantitative, Non-verbal and Spatial reasoning (in common with all Derbyshire schools).
- Dyslexia Portfolio
- Dyscalculia Screening

Further diagnostic tests are used in Years 9-13 to determine if a student requires access arrangements for examinations.

### **How does the school evaluate the effectiveness of its provision?**

The student's performance during interventions is monitored and evaluated regularly. The Inclusion and Intervention Faculty also carry out an annual Student Questionnaire and respond to the comments made by students. Student Profile documents (IEPs) are regularly monitored between keyworker staff and students and progress is discussed in these meetings.

### **What are the schools arrangements for assessing and reviewing the progress of students with SEND?**

Student progress across the school is formally assessed three times per year and is communicated to parents by a report published twice a year. Curriculum Teams present information on the progress of SEND students at termly Progress Meetings. This group, as others, is monitored by SLT. If issues arise, targeted intervention is required by the Curriculum and Student Support Teams.

Students with SEND discuss their progress regularly with their key worker during Profile review meetings. The teacher key worker will meet with parents twice each year to review the Profile targets and to discuss any issues around learning and well-being.

The school regularly assesses, plans, implements and reviews all SEND provision. Student's progress during interventions is regularly assessed and recorded.

### **What is the schools approach to teaching students with SEND?**

The staff at Heanor Gate Science College believe that “all teachers are teachers of SEND” and recognise the importance of high quality first teaching. Teachers work to remove barriers to learning through differentiation of lesson content and homework tasks. Teachers and LPA's have weekly opportunities to jointly plan and work towards effective Wave 1 support. Clear and detailed guidance is given to staff through Student Profiles to support their work with SEND students.

### **How has the school adapted the curriculum and learning environment to support students with additional needs?**

All students have access to a broad and balanced curriculum, (National Curriculum). Students with SEND are included in lessons in so far as it is practical and compatible with receiving special educational provision. Students with significant literacy difficulties are placed on a Literacy Pathway in Y7, Y8 & 9 as an alternative to MFL. Other students are withdrawn from lessons for interventions (a full list of which is available on the website). These interventions are focused on specific skills and are time limited.

In Key Stage 4 some students are guided towards Entry and Level One courses as part of their Pathway. In addition a small number of SEND students may have modified timetables in KS3 and 4 which could include alternative provision.

Access to the curriculum is achieved through differentiation, extra resources or in class support.

In addition, the specialist equipment and provision the school provides is as follows:

- Personal care suite with shower, physiotherapy bed and hoist.
- SEND sports including teams that compete with other schools in the local area.
- Rise and fall tables in curriculum areas.
- Adapted equipment in Science and Catering.

- Curriculum areas are accessible for students using wheelchairs (except Computing and Business) and the Achievement Centre to support student's emotional and learning needs across KS3 and 4.
- Positive Support and Mentoring for SEND students.
- ASD low-stimulus room
- 4 disabled toilets across the school.

### **How are decisions made about the type and amount of support a student gets?**

The school responds to the needs of the child, whether this is described in a EHC plan or as a result of diagnostic testing carried out by the school. Information is gathered from Primary schools, teachers and parents and Progress Meetings with Heads of Curriculum and Achievement Leaders. This is then discussed at weekly SEND teachers meetings and provision is adjusted accordingly.

**How are students with SEND included in activities outside of the classroom and on trips?** The school is committed to inclusion for all students and this extends to curriculum trips, extracurricular activities and residential experiences. We run an SEND sports club which competes at events. If the barrier to participation is transport, specialist transport is arranged to ensure attendance on visits. A risk assessment is carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point. LPA's will accompany students if necessary.

### **How does the school support a child's overall wellbeing?**

Students with SEND are assigned a LPA Key worker who meet with them regularly to ensure academic progress but also consider emotional wellbeing. The school's Achievement System also provides support for students in school. The Inclusion and Intervention Faculty runs a comprehensive transition programme from Primary school, the Achievement Centre, Breakfast, Break and Lunch Clubs and a Nurture Group (GAP Club) for Years 6 -8. There is also a Homework Club that takes place three times per week after school supervised by LPA's.

The provision for students with Medical or Physical needs includes a dedicated Senior LPA who is responsible for organising and implementing provision and liaising with Health agencies. We have a personal care suite and specialist LPA's who provide support with basic care needs and physiotherapy. Students can be offered alternative changing areas with support if necessary. Student opinion is very important and is heard through the Student Prefects, SEND Student Voice and individual questionnaires.

### **What specialist services and expertise does the school access?**

#### Outside Agencies/Partnership Beyond the School

Educational Support Services and other agencies are utilised by the school. These include:

□	Educational Psychologist	-	Clare Curtis
□	Lead SEND Officer	-	Sally Thatcher
□	Physically Impaired Service	-	Jo Kenworthy
□	Hearing Impaired Service	-	Jane Charters
□	Visually Impaired Service	-	Eleanor Duncan
□	Speech & Language Therapy	-	Various
□	Occupational Therapy	-	Various
□	Physiotherapy	-	Penny Chambers
□	School Doctor	-	Dr Yates
□	School Nurse	-	Laura Macauley
□	Behaviour Specialist Nurse	-	Donna Whitemore
□	Autism Outreach	-	Helen Hobbs
□	PRU	-	various staff
□	CAMHS (Rivermead)	-	various staff
□	Social Services	-	various staff

\* offering Social and Emotional support for students with EHCPs if applicable

### **How accessible is the school both indoors and outdoors?**

All subject areas are accessible for all students who use wheelchairs or have physical disabilities. Those with physical disabilities are taught in ground floor rooms. All stairs have yellow strips to support students with visual impairments and microphones and/or radio aids are used in assemblies and presentations where necessary. The personal care suite aids accessibility for students with more severe physical needs as a specialist LPA will support with personal care, physiotherapy and changing for students who require it. External agencies advise school on adjustments which would be needed for specific conditions/disabilities.

### **How are parents involved in the school?**

Students with SEND have a LPA Key Worker who make regular contact with parents regarding their child's life in school. Parents can phone or email the Inclusion and Intervention Team directly with any concerns. The Student Profiles are reviewed formally three times a year with parents to ensure their involvement in the planning for their child. All parents are invited to attend Consultation meetings with teachers once a year. Additional meetings can be requested by parents and staff. We also ask parents to take part in a parental questionnaire.

### **How are students with SEND involved in planning for their education?**

Students with SEND are involved in the planning around their education and welfare through Profile review meetings with their key worker. Their opinions are also considered through their responses to the annual student questionnaire. We are working towards making review meetings for students with EHC plans and Statements more child focussed to ensure full participation of both child and parents. Students are instrumental in producing their own Student Profile to inform staff of their needs.

**Who should parents contact if they are not satisfied with their child's SEND provision?** In the first instance, parents should contact their child's key worker or the SENDCO who will endeavour to address any concerns parents may have. If they would like to discuss the issue further, parents are advised to contact the Head Teacher. Further to this, the schools Governing Body are happy to discuss issues with parents and can be contacted using the details below.

Clerk to the Governors: [clerktogovernors@heanorgate.derbyshire.sch.uk](mailto:clerktogovernors@heanorgate.derbyshire.sch.uk)  
Spencer Academies Trust, Arthur Mee Road, Stapleford NG9 7EW

**How does the school prepare students for transition to the school and onto further education, training and adult life?**

The school runs an extensive transition programme. Inclusion and Intervention Senior LPAs or SENDCO visit all the primary schools to gather information to assist in the plan for the move up to secondary school. All SEND students are involved in a whole school transition programme but some SEND students require additional support. Primary SENDCOs meet with our SENDCO to plan the transition provision.

Specialist LPA's run a nurture group called The GAP Club for Year 6 students and this continues into Year 7.

For the transition from KS3 to KS4, all SEND students are supported through their Pathway choices by their key workers and again, the school provides a great deal of support to all students at this time to ensure suitable choices are chosen.

The transition after Year 11 is an important one and Inclusion and Intervention staff provide opportunities for students to discuss and research their Post 16 choices. This includes visits to colleges and training providers, meetings with Careers Advisors in school, trips to Skills Festivals and many more.

We run Aim Awards as an alternative Pathway choice at KS4. Many of the modules focus on adult life, independent living and self-care. Students who do not take this option receive this information through the PSHCE curriculum.

**How do parents get information about the additional support on offer?** Derbyshire LA publish a Local Offer on their website [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk) Information on all the support on offer is available here.